

## Drama strategy for introducing the experience of leaving home & family

Lessons 2-4, pp 4-9, Workbook 1: evacuees - London to Co. Wicklow, Éire

### Purpose

- To engage pupils with the source material
- To provide a drama based and thus internalised writing frame or structure for extended writing.

### Activity 1: Generating vocabulary using pictures

In pairs, give pupils two different pictures of Blitz (one of them being Source A1 on P. 5).

Ask them to imagine they are walking through their picture.

Think of their senses. What can they see, hear, taste, touch, smell. What are their different feelings?

Get each group to report back on a different sense.

### Activity 2: Engaging with the sources

- Ask pupils to read the extract from *Safe Harbour* on page 4 in pairs. By questioning elicit from pupils that the author has emphasised the use of sound.
- Divide pupils into four groups and explain that they will have *five* minutes to prepare a drama associated with the following situations:

#### Group 1

Look carefully at picture A4 and the extract on page 4. You are people in an underground shelter or an Anderson shelter. Plan an enactment of the scene, which you will be asked to show the rest of the group.

#### Group 2

Look carefully at picture A1. As a group, create a soundscape of what had happened in the picture. Use your imagination to make the noises you might have heard during the Blitz. You will be asked to share your soundscape with the rest of the group.

#### Group 3

Look carefully at picture A1. You are people walking through the Blitz, trying maybe to get home or get to a shelter. Plan an enactment of the scene, which you will be asked to show the rest of the group.

#### Group 4

Read Source A2 carefully. Re-enact the point in time where a bomb explodes nearby. You will be asked to show this re-enactment to the rest of the group

- Ask groups to perform drama together and then individual groups show their re-enactment to the rest of the group.

### Activity 3: Reflecting on a point in time — the experience of leaving

This activity can be an introduction to Question 1 on p.8.

Use masking tape on the floor to denote a station platform. Tell the pupils they are now going to take on the role of a child or young person who was evacuated with Sophie and Hugh. Ask the pupils to stand on the station in pairs. Give out labels.

- Tell them 'you are being evacuated. Turn back to what you have left - a dangerous place but one where people knew your name. Write your label and write 6 words to describe the experience you are leaving behind.'
- Tell them that in Extract B, p 6, Sophie says 'Thousands of children are being evacuated.... Why should they be any different?' Ask pupils to explain to your neighbour what makes you different - what has been your experience of the war so far.
- Ask the pupils to face backwards to what they are leaving - dangerous but familiar - people who knew your name. Then ask them to face forward to the future - supposed to be safer but no one will know you. Shoulder tap them and ask individuals 'What are your hopes?' 'What are your fears?' or 'What are you thinking?' 'What are you feeling?'

This drama strategy could equally be used with Workbook 2 with Karl's experiences in Nazi Germany replacing the Blitz.